



Three-Year Strathcona Engagement Brentwood Elementary Engagement #1 *What-We-Heard Report*

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For:

Brent Dragon
Elk Island Public Schools

August 22, 2022

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Brentwood Elementary Engagement #1

The results for Brentwood Elementary Engagement #1 are reported below.

Communications Plan

WMC worked with EIPS staff to develop a series of tools to advertise the Brentwood Elementary engagement session #1. Three digital pieces were designed and shared with EIPS to use in advertising the session. In addition, WMC drafted a letter addressed to Brentwood Elementary families informing them of the session and providing the date, time frame and information about the process. This letter was posted on the EIPS Three-Year Strathcona County Engagement [webpage](#).



Share your feedback
about the proposed changes to the
Junior High Designation for Brentwood Elementary



ENGAGEMENT SESSION
Thursday, June 9, 2022
Drop in between 5:30 pm to 8:30 pm
Brentwood Elementary School



Scan me to sign up for email notifications! Or visit:
www.bit.ly/3NafLku

Maplewood
Brentwood Blvd.

We want to hear your feedback

about proposed changes to the Junior High Designation for Brentwood Elementary

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Share your feedback about proposed changes to the Junior High Designation for Brentwood Elementary

DROP-IN ENGAGEMENT SESSION

Thursday, June 9, 2022 | 5:30-8:30PM | Brentwood Elementary School



Survey Results

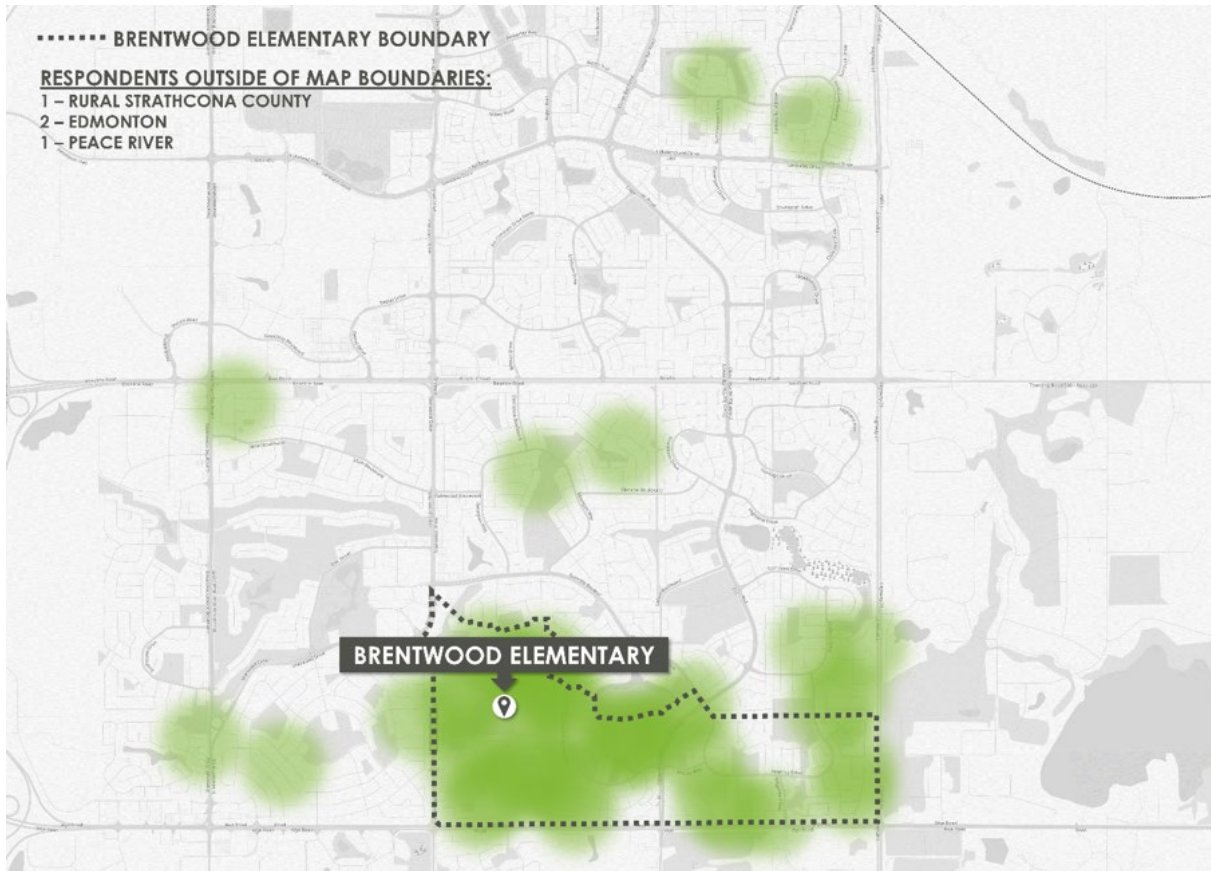
The Brentwood Elementary survey was shared by EIPS on June 10, 2022 through the Three-Year Strathcona Engagement updates webpage and as a direct email to families. The survey closed on June 16, 2022 at 11:59 p.m. In total, 54 people started the survey and 44 people finished. Eleven of the 54 surveys were completed at the June 9, 2022 public engagement session. All responses submitted were included in the analysis.

Note: This is not a statistically significant survey, it was designed to provide the Board of Trustees of Elk Island Public Schools with useful information to inform their decision and we are confident it has done that.

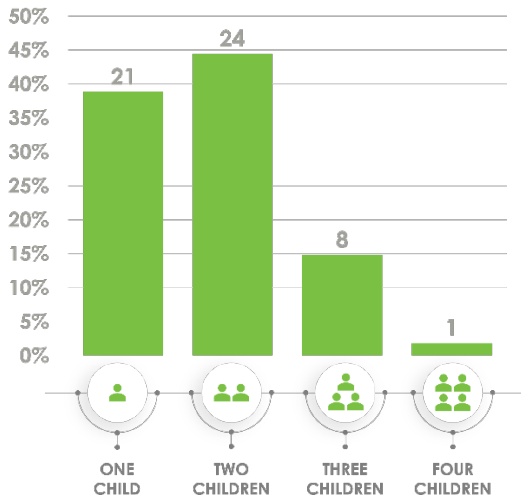
Demographics (Survey Station/Section 1)

The demographic information gathered through the survey suggests that there was a breadth of representation from the Brentwood Elementary community. This is important in determining that the survey results reflect, to the greatest extent possible, the views of the community.

The heat map below indicates that most respondents live within the Brentwood boundary, with the highest cluster within closer proximity to the school.



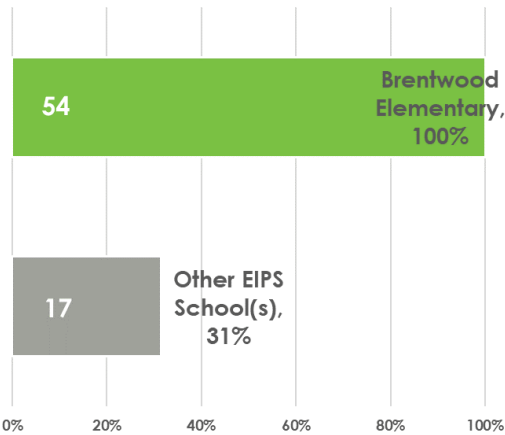
Number of children attending Elk Island Public Schools



When asked to indicate the number of children attending Elk Island Public Schools, 83% of respondents indicated one or two children – 21 respondents (39%) and 24 respondents (44%) respectively.

17% of respondents indicated three or more children, with eight (15%) indicating three children and one (2%) indicating four children.

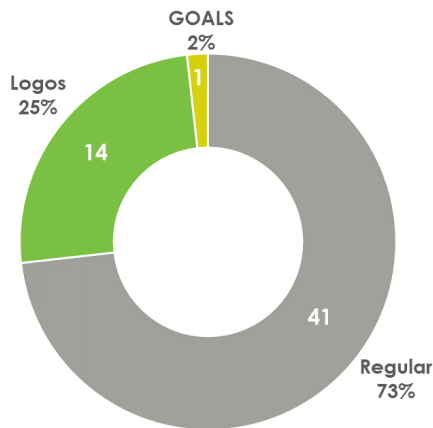
Schools your child(ren) are enrolled in (Select all that apply)



When asked to indicate the school(s) the respondent's child(ren) attend, 54 respondents (100%) indicated that they had a child attending Brentwood Elementary School.

Of those 54 respondents, 17 (31%) indicated that they have additional children attending other EIPS school(s). This could include siblings attending junior high or senior high schools within EIPS.

Program your child is enrolled in at Brentwood Elementary



When asked to indicate the program(s) their children attend, 41 respondents (73%) indicated that they had one or more children in the regular program. The Logos program had representation from 14 respondents (25%), and the GOALS program was indicated by one respondent (2%).

The respondent who indicated the GOALS program also indicated the regular program and one of the respondents who indicated the Logos program also indicated the regular program.

Data around self-identification of respondents was collected and reviewed as part of the survey. It is not presented in this report due to the low response rate.

Key Themes and Findings

Brentwood Elementary community members have strongly formed opinions about the proposed junior high redesignation to F.R. Haythorne Junior High. In determining the key themes, WMC looked for groupings of comments that expressed the same view. In some cases, a single comment was reported as a theme. The reporting does not include comments that did not have a direct bearing on the Board's decision, for example, comments that were 'off topic' or where the intent of the meaning was unclear.

Key themes heard from participants include the following:

Alignment with Values (Survey Station/Section 2)

- Anticipated Positive Impacts (47 total responses: seven no comment responses)
 - The move to junior high school with the current peer group was identified as a positive by a large number of respondents. This was the biggest response to any survey question. (19 responses)
 - Improved walkability (three responses), the proximity of F.R. Haythorne Junior High (three responses), and the advantages of F.R. Haythorne Junior High being a newer school building (three responses) were also identified as positive by some participants.
 - The availability of more options and the Goals program each received one response.
 - Four respondents noted they were not sure or unsure; 'none' was noted by seven respondents; and two respondents used this section to explicitly comment on their opposition to the redesignation.
- Anticipated Negative Impacts (46 total responses: 11 no comment responses)
 - The strongest concern identified by contributors was the longer walk and/or commute to F.R. Haythorne Junior High, as compared to current or planned transportation options. (10 responses)
 - Concerns about the location of the Logos program (five responses) and the potential for overcrowding at F.R. Haythorne Junior High (five responses) were the next most frequently identified issues.
 - Respondents also commented on the separation of family members amongst schools (three responses) or the split from peer groups and friends (three responses) as negative factors.

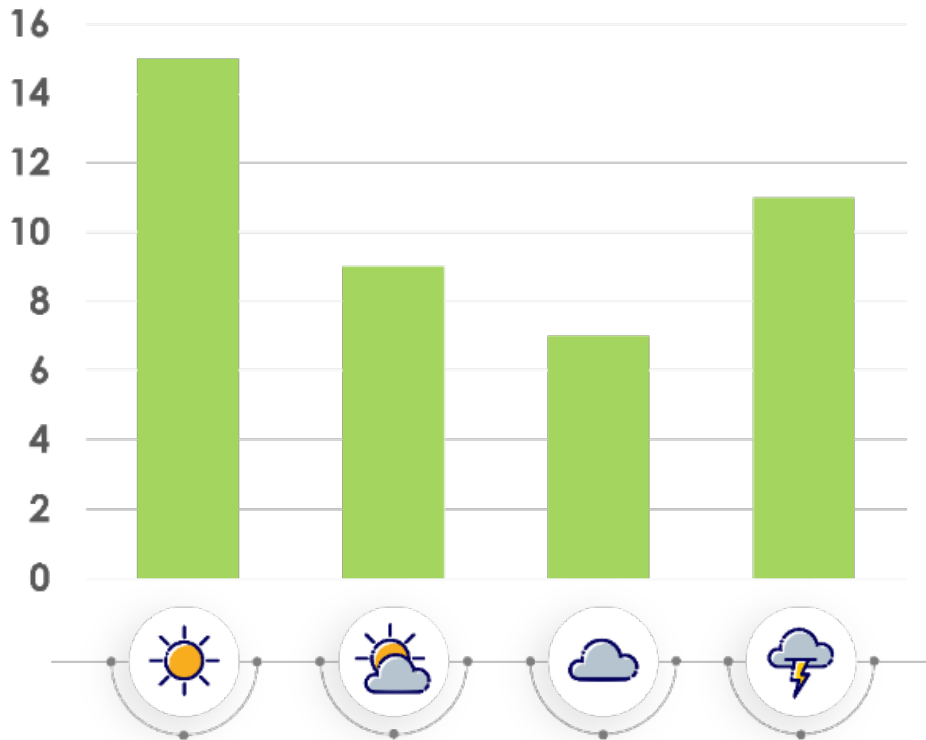
EIPS Considerations (Survey Station/Section 3)

- Impacts for Consideration (44 total responses: four no comment responses)
 - Longer commuting distance to F.R. Haythorne Junior High (12 responses). Many contributors strongly advised the school board to consider the proximity of the school to the population it serves. This was by far the most common response to this question, with examples given of how this factor impacts both student success and family activities.
 - Class sizes (five responses) and keeping peer groups together (five responses) were the next most common responses.
 - Respondents also identified enrolment numbers (three responses), maintaining current designation rights (two responses), parental choice over selection of a school offering the Logos program (two responses), siblings right to attend the same school as other family members (two responses), transportation costs (two responses) and a phase-in of the change (two responses) as potential considerations.
- Supports for any Change (43 total responses: four no comment responses)
 - By far, the most requested support was for bus transportation to any new school (12 responses). This included affordable costs and efficient routes/transfer points.
 - Participants also requested full, transparent and timely information (seven responses). They felt it important that families understand the rationale for any change, had accurate information about the timing and knew when and how they could impact any decision.
 - Maintaining family groups (three responses), tours of new facilities (two responses), availability of counselling for students to support the change (two responses) and a phase in of any change (two responses) were also suggested.

Open-Ended (Survey Station/Section 4)

- Feelings (Weather icons)

How comfortable are you feeling with the proposed change?



- Other Comments (43 total responses: six no comment responses)
 - A number of respondents agreed with the proposed move and were looking forward to improved schooling experience for their children (five responses).
 - A smaller number were very opposed often because they had located close to existing schools and expected that they would continue to have the services and access they had anticipated (three responses).
 - Some identified the need for more detailed information about things such as the programs to be offered and anticipated class sizes. This was especially important for services to children with special needs and for those attending the Logos program (three responses).
 - A few respondents asked about the potential redesignation of high school boundaries and the possibility of further separating peers (three responses). One respondent asked if French Immersion is the reason Sherwood Heights is so full.
 - Some parents commented that this was an unwelcome change in a time which had already resulted in student stress because of COVID-19 and other factors (two responses).

- A few respondents commented on the trust in the Board to make the best decision (three responses).
- One respondent noted they were unsure; 'none' or 'nothing' was noted by three respondents; and three respondents indicated n/a.

Appendix 1: Background

Background

In spring 2022, Elk Island Public Schools (EIPS) initiated a Three-Year Strathcona County Engagement project. This project was undertaken to determine the extent to which a series of proposed changes to designations would be supported by members of the respective impacted community(ies). Central to the proposed changes is a commitment to ensuring future students receive high-quality education with minimum disruption.

This project included multiple interconnected areas of focus. A phased approach will ensure outcomes consider the impacts on future engagement work and that year two and year three projects can respect and build on earlier decisions.

There are four areas of work to be completed within the Three-Year Strathcona County Engagement project.

1. Attendance Area Clean Up – decision by Nov. 30, 2022
 - a. Part 1 – EIPS is seeking feedback on where Brentwood Elementary students are designated for junior high. Currently, students from Brentwood Elementary are designated to Sherwood Heights Junior High and F.R. Haythorne Junior High.
 - b. Part 2 – EIPS is seeking feedback on where students within the neighbourhoods of Lakeland Village, Summerwood and Summerwood North are designated for junior high. Currently, these students are designated to Sherwood Heights Junior High.
 - c. The final report is scheduled to be presented to the Board of Trustees in November 2022.
2. French Immersion Review – decision by Nov. 30, 2023
 - a. EIPS is seeking feedback on the French Immersion program. Specifically, EIPS is looking to have a conversation around junior high and senior high French Immersion programming within Sherwood Park and Strathcona County.
 - b. The final report is scheduled to be presented to the Board of Trustees in November 2023.
3. System Program Review – decision by Nov. 30, 2023
 - a. EIPS has identified areas where system-program students experience non-optimal transitions between elementary, junior high and senior high.
 - b. This project will require outcomes from earlier projects before a full scope can be identified.
4. Balance Senior High – decision by Nov. 30, 2024
 - a. Currently, Bev Facey Community High has only one of four Sherwood Park junior high schools—F.R. Haythorne Junior High—designated as part of the school's catchment area. As such, there's an imbalance between Salisbury Composite High and Bev Facey Community High. EIPS is seeking to rebalance the attendance areas.
 - b. This project will require outcomes from earlier projects before a full scope can be identified.

WMC (Western Management Consultants) was retained to assist in this project. EIPS requested a robust two-part public engagement process for each of four proposed designation changes. Engagement 1 was to be designed to ascertain the extent to which each of the proposed designation changes aligns with the values of the affected community members and is supported by them. The feedback gathered during Engagement 1 will be used by EIPS to inform the development of options for the community to consider and respond to during Engagement 2.

Three-Year Strathcona County Engagement Process

WMC designed the Three-Year Strathcona County Engagement process to support gathering as much feedback as possible from the community members impacted by each of the proposed changes. In addition, the engagements were designed to be consistent across each of the project areas. This consistency was used to support clarity around process, as well as around the roles of both WMC and EIPS participants.

It should be noted that the number of engagement sessions might vary depending on the project. In the case of the Attendance Area Clean Up project, one information-gathering session was held for each of the two proposed redesignations: Brentwood Elementary, and Lakeland Village, Summerwood and Summerwood North, followed by a What-We-Heard and Options Input session. For the remaining three projects, three to four information-gathering sessions may be held, followed by the final What-We-Heard and Options session.

Station #1

Demographics

Provide some demographic information to help WMC determine if there is good representation from the local community.

<input type="text"/>	<input type="text"/>
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Station #2

Personal Impacts

Detail how this proposed change aligns with your values as a local community member.

What positive impacts would this change have on your family?

What negative impacts would this change have on your family?



Station #3

Considerations

Indicate which aspects of this proposed change you think are the most important for EIPS to consider.

Which impacts should EIPS pay particular attention to/prioritize when making this decision?

What supports should EIPS consider to help families through the change?



Station #4

Open Feedback

Express how comfortable you are feeling with the proposed change, as well as provide any additional feedback you would like.

How are you feeling about this change?



What else would you like us to know regarding the proposed change?



Regular meetings were held with the EIPS key contact and WMC also met with the Steering Committee to kick-off the project.

EIPS staff provided key messages specific for each proposed change. WMC worked with these to develop a wayfinding document for use by participants during each of the first public engagement sessions. The wayfinding document contained information about the proposed change, as well as an overview of the engagement process being used. In addition, WMC developed a visual representation (map) of the proposed change. An example of the wayfinder and map used for Brentwood Elementary Engagement #1 follows. These documents are the template on which subsequent Engagement #1 sessions are based.

Three-Year Strathcona County Engagement

Brentwood Elementary Engagement Session #1

What is the proposed change?

Students from Brentwood Elementary are currently designated to attend Sherwood Heights Junior High and F.R. Haythorne Junior High, depending on where they reside. EIPS suggests redesignating all regular program students from Brentwood Elementary to F.R. Haythorne Junior High for grades 7 to 9.

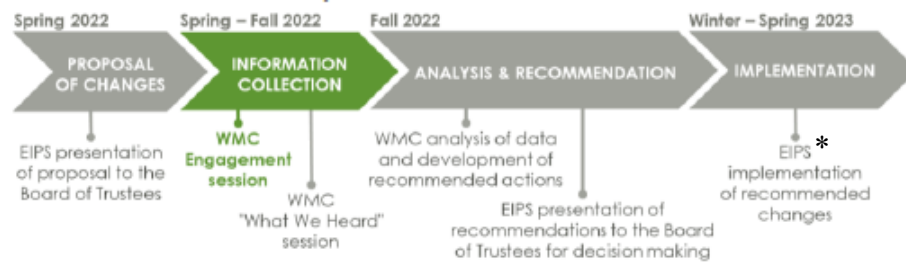
Why is this change being proposed?

To allow students the opportunity to remain with their peers as they progress through the school system, and to allow the Division to make the most of its existing learning spaces.

What about alternative or specialized programs?

Students enrolled in alternative or specialized programming will be able to follow their program to whichever junior high offers it, should they wish to do so.

What are the next steps?



What is the purpose of this engagement session?

WMC (Western Management Consultants) is an independent consulting firm working in partnership with EIPS to gather input from the Brentwood Elementary community about a proposed change in junior high designation beginning in fall 2023. The feedback gathered will be used to help inform EIPS' decision-making process.

* Any changes will be communicated in advance of the fall 2023 enrolment process. Actual implementation of the changes will take effect in fall 2023.

Three-Year Strathcona County Engagement

Brentwood Elementary Engagement Session #1

This engagement session will take approximately 30 minutes to complete. Please make your way through stations 1-4 and complete the accompanying survey. WMC consultants are available at the stations to answer your questions and assist you in completing the surveys.

This data is collected for use by WMC and is completely independent from any EIPS student databases.

STATION 1 – DEMOGRAPHICS

Provide some demographic information to help WMC determine if there is good representation from the Brentwood Elementary community.

STATION 2 – PERSONAL IMPACTS

Detail how this proposed change aligns with your values as a Brentwood community member.

STATION 3 – CONSIDERATIONS

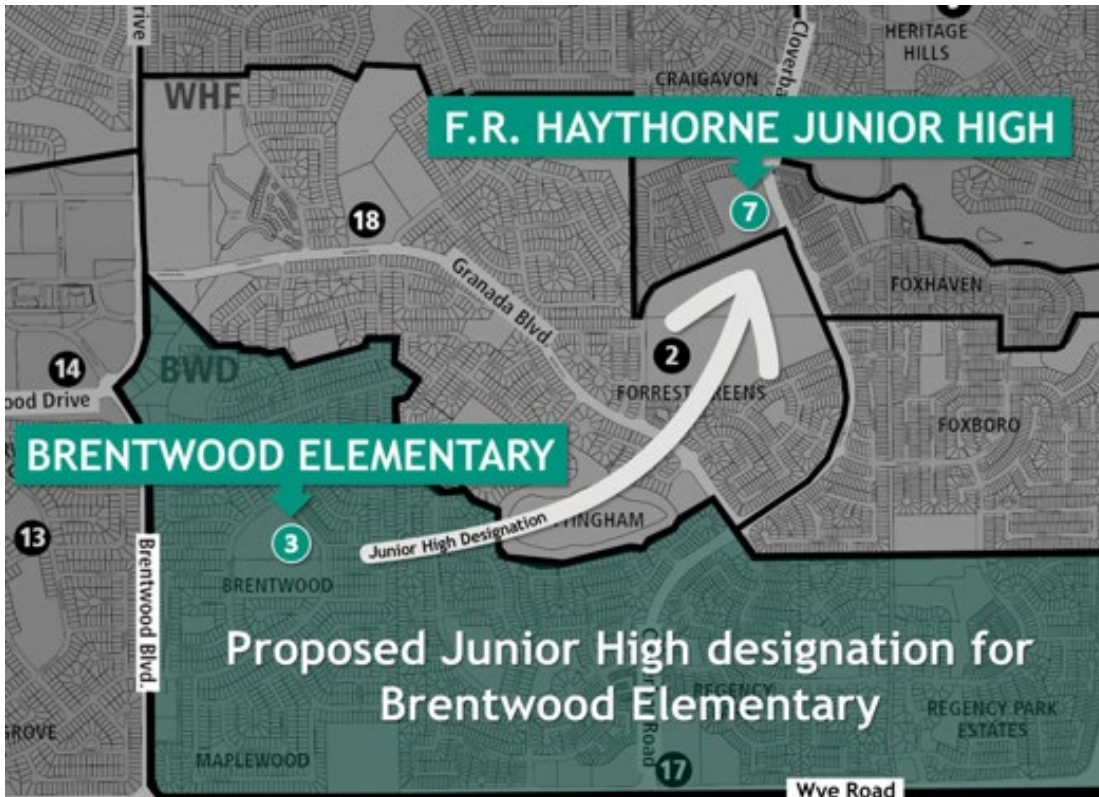
Indicate which aspects of this proposed change you think are the most important for EIPS to consider.

STATION 4 – OPEN FEEDBACK

Express how comfortable you are feeling with the proposed change, as well as provide any additional feedback you would like.

SIGN UP FOR EIPS EMAIL UPDATES

To receive updates from EIPS about this proposed change, you can sign up for email notifications at: www.bit.ly/3NafLku



Survey Development

A web-based survey was designed and used to gather feedback from interested community members. The survey introduction included the information found in the wayfinding document to ensure the same information was provided whether the survey was completed at the engagement session or online in the week following the session.

The survey questions were:

1. Demographics

- c. Please provide your postal code (from your home address)
- d. Number of children attending Elk Island Public Schools?
- e. What school(s) do your children attend?
- f. Program your child is enrolled in.
- g. Please indicate any or all characteristics in which you or your children self-identify to help us understand which perspectives are being represented in this engagement (for example, Black, Indigenous, Gifted, etc.)

2. Personal Impacts

- a. What positive impacts would this change have on your family?
- b. What negative impacts would this change have on your family?

3. Considerations

- a. What impacts should EIPS pay particular attention to/prioritize when making this decision?
- b. What supports should EIPS consider to help families through the change?

4. Open-ended

- a. How are you feeling about this change (weather report)?
- b. What else would you like us to know regarding the proposed change?

Two opportunities were provided for community members to share their feedback to the proposed designation change.

In-person survey experience

A public engagement drop-in event was hosted at Brentwood Elementary on June 9, 2022. The session was facilitated by WMC, and EIPS trustees and central office staff attended each session to observe the process. An EIPS staff member was available to answer participants' questions.

During the public engagement, participants were offered the option to complete the web based survey on their personal device, using a QR code or URL to access the survey, or to use a paper and pencil version. Participants strongly favoured the paper and pencil option.

Participants moved through a series of four stations, responding to one question at each. WMC staff were available to answer questions, as was the EIPS project lead.

Online survey

The day after the public engagement, EIPS sent the web-based survey out to Brentwood Elementary community members through its communication channels and the survey remained open for one week.

Analysis and reporting of survey results

WMC aggregated and analyzed the survey results to identify the degree of representation from the community, as well as key themes, gaps, emerging directions, and appetite for change among respondents. Data around self-identification of respondents was collected and reviewed as part of the survey. It was not presented in this report due to the low response rate.

This information was included in the *What-We-Heard Report* along with recommendations, based on the survey responses, for EIPS to consider in drafting the options for change. These options will be brought back to the respective communities to review and respond to during a subsequent engagement session.

Next Steps

Using the information provided in the *What-We-Heard Report*, EIPS staff will develop options for moving forward with the proposed designation change(s). The options and the *What-We-Heard Report* will form the basis for a second engagement process, facilitated by WMC, to provide community members an opportunity to learn about the input gathered during the first engagement session, to see their input reflected in the themes that emerged, and to provide input on the options developed by EIPS.

Information gathered from the second engagement will be used to create a final report and final recommendation to present to the Board of Trustees of Elk Island Public Schools in November 2022.